



March 2019 Collaborative Rule Making Meeting School-Based Services

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Basic Overview

- ❖ Introductions & Housekeeping
- ❖ Previous Meetings
- ❖ April Trainings
- ❖ School-Based Service Draft Rule Companion Documents
 - ❖ Guidelines for determining Human Services Field
 - ❖ Provider Competency Checklist for Intervention Specialists
 - ❖ Instructions for completing the Competency Checklist
 - ❖ Interdisciplinary Training Guidance
 - ❖ Medicaid School-Based Services Fee Schedule
 - ❖ Department Approved Assessments
 - ❖ SIB-R and Vineland-III Crosswalk

Introductions & Housekeeping

- ❖ Restrooms
- ❖ Cell Phones
- ❖ Avoid repeat questions
- ❖ Everyone has a right to be heard
- ❖ Strive for solution focused comments
- ❖ Be specific
- ❖ Be respectful
- ❖ Not every comment will be responded to today but they will be responded to and posted to web

Previous Meetings

- ❖ September 2018
- ❖ October 2018
- ❖ November 2018
- ❖ December 2018
- ❖ January 2019
- ❖ February 2019

April 2019 Training

❖ Statewide Face-to-Face Trainings

- ❖ Caldwell – April 16th
- ❖ Boise – April 18th
- ❖ Idaho Falls – April 22nd
- ❖ Pocatello – April 23rd
- ❖ Twin Falls – April 24th
- ❖ Lewiston – April 25th
- ❖ Coeur d'Alene – April 26th

❖ Half Day Trainings

- ❖ 8:00 AM (local time) – 12:30 PM (local time)

❖ Registration Links

- ❖ Idaho Training Clearinghouse

Save THE Date

MEDICAID SCHOOL-BASED SERVICES AND CHILDREN'S HABILITATION INTERVENTION SERVICES

Statewide Trainings

You may have heard about the Developmental Disabilities (DD) Enhancement Project and the new umbrella of Children's Habilitation Intervention Services. The Idaho State Department of Education and Division of Medicaid are pleased to announce statewide face-to-face trainings on the [changes to Medicaid School-Based rules related to Children's Habilitation Intervention Services](#).

Training Topics

Services, documenting services on the IEP, student eligibility, Department approved assessments, and provider qualifications for Children's Habilitation Intervention Services. There will be time for questions.

Training locations: Caldwell, Boise, Idaho Falls, Pocatello, Twin Falls, Lewiston, and Coeur d'Alene. Once specific training locations are confirmed, registration will be available through the Idaho Training Clearinghouse.

Training Times

Registration for these trainings will begin at 8:00 AM (local time), with the training opening at 8:30 AM. Training will conclude at 12:30 PM (local time).

Target Audience

This training will be appropriate for Special Education Directors, Medicaid billers, and service providers.

Caldwell
April 16

Boise
April 18

Idaho Falls
April 22

Pocatello
April 23

Twin Falls
April 24

Lewiston
April 25

Coeur d'Alene
April 26

KARREN STREAGLE
Alternate Assessment/Low Incidence Disabilities/Medicaid Coordinator
208-332-6824
kstreagle@sde.idaho.gov

Idaho Training Clearinghouse

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The screenshot shows the Idaho Training Clearinghouse website. A red arrow labeled '1' points to the address bar containing the URL <https://idahotc.com/Topics/N-Z/School-Based-Medicaid?page11057=1&size11057=>. A yellow arrow labeled '2' points to the 'TOPICS' menu item in the navigation bar. A yellow arrow labeled '3' points to the 'School-Based Medicaid' link in the 'N-Z' topic list.

Find support documents and trainings across the following topics:

A-M	N-Z
Accessible Educational Materials	Open Educational Resources
Assessing Students with Disabilities Statewide	Paraprofessionals
Assistive Technology	Program Monitoring
Autism and Low Incidence	Response to Intervention-SPDG
Behavior	Results Driven Accountability
Early Childhood	School-Based Medicaid
Educational Services for Deaf and Blind	Clarifications
Idaho EdPlan	Secondary Transition
	Universal Design for Learning

(February 26, 2019) *SAVE THE DATE* Medicaid School-Based Services and Children's Habilitative Intervention Services Statewide Training. This training will be available at the following seven locations. Registration will open in March 2019. [Download the Save the Date flyer.](#)

Caldwell - April 16

Boise - April 18

Idaho Falls - April 22

Submit Comments Now

Guidelines for Determining Human Services Field

DRAFT_Guidelines for Determining Human Services Field For Children's Habilitation Intervention Services – School-Based Services

IDAPA 16.03.09.850.06. Human Services Field. A diverse field that is focused on improving the quality of life for individuals. Areas of academic study include, but are not limited to, sociology, special education, counseling, and psychology or other areas of academic study as referenced in the Medicaid Provider Handbook.

If an individual has one of the following bachelor's degrees, they meet the minimum degree requirements for Habilitative Skill Technician (16.03.09.855.04.a) or Intervention Specialist (16.03.09.855.01.b.iii). A copy of the staff's diploma must be maintained on file.

Human Services Degrees:

Human Service	Family Relations/Family and Child Services
Counseling (General, MH, Vocational, Pastoral, Rehabilitation) and Guidance	Psychology
Nursing	Education/Special Education
Sociology	Child Development/Human Development
Social Work	Therapeutic Recreation
Marriage and Family Therapy	Occupational Therapy
Physical Therapy	Speech Language Pathology/Communication Disorders
Art Therapy, Dance Therapy, Music Therapy	Behavioral Sciences/ABA

If an individual's bachelor's degree is not listed above their transcript can be reviewed to determine if it contains human services coursework that meets the requirement as outlined in IDAPA 16.03.09.855.04.a or 16.03.09.855.01.b.iii.

The transcript must contain at least 24 semester credits, or equivalent (quarter credit/trimester, etc.), in a human services area, listed above or in the following areas. These classes must be 200 level or higher.

Child Abuse	Case Management	Conflict Management
Drugs, Alcohol/Addiction	Client and Special Populations	Cultural Diversity
Health Care to Public	Ethics	Crisis Intervention

DRAFT Worksheet to Determine Human Services Coursework – School-Based Services

This worksheet is intended to be used for staff whose bachelor's degree is not in an identified human services field as identified in the Medicaid Provider Handbook.

The transcript must contain at least 24 semester credits, or equivalent (quarter credit/trimester, etc.), in a human services area. These classes must be 200 level or higher.

Instructions: To complete this worksheet, review the applicant's transcript to identify coursework that is applicable to the human services categories below. For example, if the applicant's transcript states they have taken PSY 305 Applied Psychology, this course should be documented below under "Psychology".

If the area of study and course title do not identify the content of the course was in a human services area, the University's course catalog must validate the content meets the minimum requirement before it can be listed below. This documentation must be retained in the staff's file.

Applicant Name:

Date of Review:

Degree:	Credits
University:	
Counseling (General, Mental Health, Vocational, and Pastoral), Guidance/ Marriage and Family Therapy	
Behavioral Sciences/ABA/Psychology	
Child Development/Human Development	
Sociology	
Education, Special Education	
Social Work	
Therapeutic Courses (Art Therapy/Dance Therapy/ Music Therapy, Therapeutic Recreation)	
Family Relations/ Family Child Services/ Child Abuse, Case Management, Conflict	
Crisis Intervention, Drugs, Alcohol/Addiction	
Client and Special Populations/Cultural Diversity/Ethics	
Nursing/ Health Care to Public/Communication Disorders (PT, OT, SLP)	
Other	
Total Credits:	

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Provider Competency Checklist for Intervention Specialists and Instructions

DRAFT - Provider Competency Checklist for an Intervention Specialist

Individual Being Assessed: _____

Assessor(s) Name: _____ Qualification/Credential: _____

Individuals can meet one of the Department's approved competency to provide Children's Habilitation Intervention Services by demonstrating proficiency as listed below. Additional information on how to complete the Checklist can be found in the Medicaid Provider Handbook.

Competency Area		Proficiency Determined	Assessor Initial	Date Determined	Individual Initial	Notes
1.0 Fundamental Knowledge						
1.1	Individual has core knowledge of developmental disabilities and can explain that information to the assessor.	<input type="checkbox"/> Interview/Role-play				
1.2	Individual has core knowledge of dual diagnosis and can explain that information to the assessor (if applicable).	<input type="checkbox"/> Interview/Role-play				
1.3	Individual has core knowledge of the systems of care, including ways to access services, funding, eligibility and can explain that information to the assessor.	<input type="checkbox"/> Interview/Role-play				
1.4	Individual has core knowledge of their role in the service delivery system and can explain that information to the assessor.	<input type="checkbox"/> Interview/Role-play				
2.0 Fundamental Knowledge						
2.1	Individual responds appropriately to feedback and maintains or improves performance accordingly.	<input type="checkbox"/> Direct Obs. OR <input type="checkbox"/> Interview/Role-play				
2.2	Individual utilizes professional communication with family, caregivers, other professionals/providers.	<input type="checkbox"/> Direct Obs. OR <input type="checkbox"/> Interview/Role-play				

3.0 Professional Conduct, Ethics & Scope of Practice

3.1	Individual has knowledge and can explain to the assessor processes for abuse/neglect reporting, cultural sensitivity, ethics and professional conduct and can explain these and why they are important. The individual can demonstrate confidentiality and treats clients & families with dignity and respect.	<input type="checkbox"/> Direct Obs. AND <input type="checkbox"/> Interview/Role-play				
3.2	Individual has knowledge and can explain to the assessor how to avoid dual relationships, conflicts of interest and social media contacts and can explain these to the assessor. The individual can demonstrate professional boundaries with clients & family members.	<input type="checkbox"/> Direct Obs. AND <input type="checkbox"/> Interview/Role-play				

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Competency Area		Proficiency Determined	Assessor Initial	Date Determined	Individual Initial	Notes
4.0 Measurement						
4.1	Individual has knowledge and can explain to the assessor the fundamentals of measurement procedures (e.g., frequency, duration, partial & whole interval), including risks and benefits of each.	<input type="checkbox"/> Interview/Role-play				
4.2	Individual can demonstrate the ability to accurately collect data according to how data collection is outlined in their programming.	<input type="checkbox"/> Direct Obs.				
4.3	Individual has knowledge and can explain to the assessor the purpose and benefits of graphing data.	<input type="checkbox"/> Interview/Role-play				
4.4	Individual can demonstrate the ability to accurately graph data.	<input type="checkbox"/> Direct Obs.				

5.0 Documentation

5.1	Individual has knowledge and can explain to the assessor how variables might affect the client (e.g., illness, relocation, medication) and how those should be documented within paperwork and data/graphs.	<input type="checkbox"/> Direct Obs.				
5.2	Individual can demonstrate generating objective session notes by describing what occurred during sessions.	<input type="checkbox"/> Interview/Role-play				

6.0 Skill Acquisition

6.1	Individual has knowledge in recognizing all requirements of program plans (where they are located on the document and why the content is applicable to the child) and can explain these to the assessor.	<input type="checkbox"/> Interview/Role-play				
6.2	Individual can demonstrate the ability to prepare for the session, including ensuring all materials are readily available.	<input type="checkbox"/> Direct Obs.				
6.3	Individual has knowledge and can explain to the assessor the functions of behavior, how identification of the function of behavior impacts intervention. The individual can demonstrate the ability to identifying skills as a functional alternative to exhibiting interfering behaviors.	<input type="checkbox"/> Interview/Role-play				
6.4	Individual has knowledge in teaching the family, caregivers, other professionals in skill acquisition and behavior reduction and can explain these to the assessor.	<input type="checkbox"/> Interview/Role-play				
6.5	Individual has knowledge and can explain to the assessor the different principles of reinforcement. The individual can demonstrate successful application of the principles.	<input type="checkbox"/> Direct Obs. AND <input type="checkbox"/> Interview/Role-play				
6.6	Individual has knowledge and can explain to the assessor the principles of task analysis, including how to break a complex skill into smaller step and why completing a task analysis can be necessary when teaching new skills.	<input type="checkbox"/> Interview/Role-play				

Competency Area		Proficiency Determined	Assessor Initial	Date Determined	Individual Initial	Notes
6.0 Skill Acquisition Continued.						
6.7	Individual has knowledge and can explain the principles of chaining components (including both forward and backward chaining), situations in which each would be used when reinforcement is delivered in each chain.	<input type="checkbox"/> Interview/Role-play				
6.8	Individual has knowledge and can explain the principles of prompting and prompt fading (including response and stimulus prompts and most to least & least to most prompting), fading strategies. The individual can demonstrate accurate implementation of these principles.	<input type="checkbox"/> Direct Obs. AND <input type="checkbox"/> Interview/Role-play				
6.9	Individuals has knowledge in maintenance and generalization to support newly-learned behaviors and can explain how these are embedded into implementation plans and can explain these to the assessor.	<input type="checkbox"/> Interview/Role-play				
7.0 Crisis Response Plan						
7.1	Individual has knowledge and can explain to the assessor the essential components of a crisis/behavior response plan and when it would or would not be utilized.	<input type="checkbox"/> Interview/Role-play				

Assessor Signature: _____

☐ I am an Independent provider; or☐ I am employed at a DDA/School District

Name of DDA/School District: _____

Date Competency Checklist Finished: _____

Assessor Signature: _____

☐ I am an Independent provider; or☐ I am employed at a DDA/School District

Name of DDA/School District: _____

Date Competency Checklist Finished: _____

**DRAFT_Instructions for Completing the Department Approved Competency Checklist
for Intervention Specialists
(16.03.09.855.01.b.iii.1)**

Individuals who choose to meet the Department approved competency to provide intervention services as an Intervention Specialist may meet the minimum requirements by completing this Competency Checklist. Individuals must demonstrate proficiency by performing each skill listed on the Competency Checklist.

Who is Qualified to Complete the Competency Checklist?

An individual can administer the Competency Checklist if they meet or exceed the provider qualification for which they are reviewing. For the purpose of the Competency Checklist this person will be referred to as the assessor. The assessor can be employed by the same employer or can be an individual who is an Independent Provider. There may be multiple assessors who complete one individuals Checklist.

For individuals completing the Competency Checklist to become an Intervention Specialist the following individuals can administer the Competency Checklist:

- Intervention Specialist
- Evidence-Based Model (EBM) Intervention Specialist
- Intervention Professional
- Evidence-Based Model (EBM) Intervention Professional

How do I complete the Competency Checklist?

The assessor must assess each competency area with the individual. If a section is not checked as determining proficiency, the staff will not meet the minimum requirements to provide services as an Intervention Specialist. The Checklist can be completed in the following ways:

Direct Observation: the assessor will observe the individual completing the tasks on the checklist while they are interacting with a client.

Interview/Role-play: the assessor will ask the individual questions in which responses would indicate that the staff could demonstrate the minimum content requirements.

Multiple: the assessor will use a combination of observations and interviews/role-play to demonstrate the individual's competency in specified content areas.

It is recommended that the staff review the content areas prior to completing the Competency Assessment with the assessor so that they are familiar with the content and competency areas.

How long will it take me to complete the Competency Checklist?

The amount of time it takes to complete the Competency Checklist varies from individual to individual. If an individual can demonstrate proficiency and skills are signed off on by the assessor, completing the Competency Checklist may not take that long. If the individual is unable to demonstrate their proficiency, the assessor may provide them with feedback and/or additional resources to be utilized to gain further knowledge in that specific skill or area. The assessor can then re-assess those skill areas.

Can I change or modify the Competency Checklist?

The Competency Checklist is a Department of Health & Welfare approved form and will be referenced in the Medicaid Provider Handbook. No modifications should be made to this document. If you have questions about the form or have identified an error, please email Angie.Williams@dhw.idaho.gov

Submit Comments Now

Interdisciplinary Training Guidance

DRAFT_Interdisciplinary Training Guidance

This service is delivered one-on-one and is intended to be utilized for collaboration across direct service providers and allows two providers to bill at their services at the same time. Interdisciplinary training must be used when the child is present and receiving a direct service (i.e. OT, PT, SLP, etc...). The goal of this service is to allow for training between two providers of different disciplines to meet the identified needs of the child in a manner consistent across providers and allow for sharing of treatment techniques.

Interdisciplinary training can be provided during the provision of services between the Intervention Specialist or Professional and one of the following:

- Speech Language and Hearing Professional (SLP),
- Physical Therapist (PT),
- Occupational Therapist (OT),
- Medical professional: Physician/Specialist, Dentist, Ophthalmologist,
- Behavioral/Mental Health Professional: Counselor, Psychologist, Psychiatrist, Mental Health Provider.

*Interdisciplinary Training between employees of the same discipline is not a reimbursable service.

Interdisciplinary Training can include collaborative training in the following areas:

- health and medication monitoring
- intervention techniques
- use of equipment
- positioning and transfer

Interdisciplinary Training is a companion service to Habilitative Skill and Behavioral Intervention, the child must be receiving one of these services to access Interdisciplinary Training. The Interdisciplinary Training provider is required to maintain documentation of the training in the child's records including who the service was delivered to and the content covered.

INTERDISCIPLINARY TRAINING SERVICE EXAMPLE

An Intervention Specialist and an Occupational Therapist:

The child is in their weekly OT session working on fine motor objectives through play with puzzles, shape sorters, etc. The Intervention Specialist attends this session and collaborates with the OT as the child's fine motor needs are also being addressed during his Behavioral Intervention therapy sessions. The OT and Intervention Specialist review the child's fine motor needs and the OT recommends that the child start using an adaptive utensil during snacks and meal times to assist the child in generalizing this new skill with other people and environments. The OT then demonstrates to the Intervention Specialist how the child should correctly hold the adaptive utensil and how to adjust the child's hand if it begins slipping out. The Intervention Specialist then demonstrates with the child how to correctly hold the adaptive utensil and receives feedback from the OT for correct application.

The Intervention Specialist discusses with the OT reinforcement strategies that they have been using during Behavioral Intervention sessions that could also be applied during the OT's session with the child.

In this example, the Intervention Specialist would bill for Interdisciplinary Training and the OT would bill for the service (OT) being provided to the child.

How is interdisciplinary training billed by each professional? Only Intervention Specialists or Intervention Professional can bill for Interdisciplinary Training. The billing code is 99368 and is billed 1 unit = 30 minutes. The professional providing the direct services will bill for the services that they are providing (i.e. OT, PT, SLP, etc...)

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Medicaid School-Based Services Fee Schedule

Sample Fee Table Revised 03/06/2019



IDAHO DEPARTMENT OF
HEALTH & WELFARE

School Based Services Codes – Idaho Medicaid

Procedure Code	Modifier	Description	Allowed Amount
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96150	HN	Behavioral Assessment – Interventional Specialist (1 unit = 15 minutes)	\$12.91
	HO	Behavioral Assessment - Interventional Professional (1 unit = 15 minutes)	\$17.80
	TF	Behavioral Assessment – EBM Interventional Specialist (1 unit = 15 minutes)	\$14.70
	TG	Behavioral Assessment - EBM Interventional Professional (1 unit = 15 minutes)	\$18.20
96152	HM	Behavioral Intervention, Individual – Intervention Paraprofessional (1 unit = 15 minutes)	\$7.26
	HN	Behavioral Intervention, Individual – Intervention Specialist (1 unit = 15 minutes)	\$12.91
	HO	Behavioral Intervention, Individual – Intervention Professional (1 unit = 15 minutes)	\$17.80
		Behavioral Intervention, Individual – EBM Intervention Paraprofessional (1 unit = 15 minutes)	\$11.96
	TF	Behavioral Intervention, Individual – EBM Intervention Specialist (1 unit = 15 minutes)	\$14.70
	TG	Behavioral Intervention, Individual – EBM Intervention Professional (1 unit = 15 minutes)	\$18.20

Sample Fee Table Revised 03/06/2019

96153	HM, HQ	Behavioral Intervention, Group – Intervention Paraprofessional (1 unit = 15 minutes)	\$2.90
	HN, HQ	Behavioral Intervention, Group – Intervention Specialist (1 unit = 15 minutes)	\$5.16
	HO, HQ	Behavioral Intervention, Group – Intervention Professional (1 unit = 15 minutes)	\$7.12
	HQ	Behavioral Intervention, Group – EBM Intervention Paraprofessional (1 unit = 15 minutes)	\$4.78
	TF, HQ	Behavioral Intervention, Group – EBM Intervention Specialist (1 unit = 15 minutes)	\$5.88
	TG, HQ	Behavioral Intervention, Group – EBM Intervention Professional (1 unit = 15 minutes)	\$7.28
99368		Interdisciplinary Training (1 Unit = 30min)	\$25.82

H2011	HM	Crisis Intervention, Individual – Intervention Paraprofessional (1 unit = 15 minutes)	\$7.26
	HN	Crisis Intervention, Individual – Intervention Specialist (1 unit = 15 minutes)	\$12.91
	HO	Crisis Intervention, Individual – Intervention Professional (1 unit = 15 minutes)	\$17.80
		Crisis Intervention, Individual – EBM Intervention Paraprofessional (1 unit = 15 minutes)	\$11.96
	TF	Crisis Intervention, Individual – EBM Intervention Specialist (1 unit = 15 minutes)	\$14.70
	TG	Crisis Intervention, Individual – EBM Intervention Professional (1 unit = 15 minutes)	\$18.20
H2014		Habilitative Skill – Individual (1 unit = 15 minutes)	\$11.29
	HQ	Habilitative Skill – Group (1 unit = 15 minutes)	\$4.52
H2017		CBRS - Individual Skill Training by School District (1 unit = 15 minutes)	\$13.65
	HQ	CBRS - Group Skill Training by School District (1 unit = 15 minutes)	\$3.33
H2019	HO	Behavioral Consultation – Intervention Professional (1 unit = 15 minutes)	\$17.80
	TG	Behavioral Consultation – EBM Intervention Professional (1 unit = 15 minutes)	\$18.20

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Department Approved Assessments

Department Approved Assessments for Children's Habilitation Intervention Services

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ELIGIBILITY ASSESSMENT	FUNCTIONAL/BEHAVIORAL
Scales of Independent Behavior Revised (SIB-R)	Functional/Behavioral
Vineland-II Adaptive Behavior Scales	Functional
Vineland-III Adaptive Behavior Scales	Functional/Behavioral
Adaptive Behavior Assessment System (ABAS)	Functional
Preschool & Kindergarten Behavior Scale	Behavioral
Behavior Assessment System for Children (BASC)	Behavioral
Emotional & Behavior Problem Scale	Behavioral
The Achenbach System of Empirically Based Assessment	Behavioral
Conners	Behavioral
Conners; Comprehensive Behavior Rating Scales	Behavioral
Devereux Early Childhood Assessment Clinical Form	Behavioral
Functional Behavior Assessment Profiler (Use option to suppress thought disorder and autism spectrum disorder categories)	Behavioral
Emotional disturbance Decision Tree	Behavioral
Behavior Evaluation Scales 4th edition long form	Behavioral
Battelle	Functional
Scales for Assessing Emotional Disturbance	Behavioral
BERKES – Maladaptive Behavior	Behavioral
Behavior Rating Inventory of Executive Function (BRIEF) – Core Form	Behavioral

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SIB-R and Vineland-III Crosswalk

SIGNIFICANT FUNCTIONAL LIMITATIONS				
Domain	Scales of Independent Behavior - Revised (SIB-R)	Score Utilized	Vineland Adaptive Behavior Scales - III (VABS-III)	Score Proposed
Self-Care	Personal Living Skills	Standard Score (SS) ≤ 78	Personal Subdomain	v-Scale Score ≤ 9
Receptive and Expressive Language	Social Interactions and Communication Skills	Standard Score (SS) ≤ 78	Communication Domain	Standard Score (SS) ≤ 78
Learning	Broad Independence Score	Standard Score (SS) ≤ 78	Adaptive Behavior Composite	Standard Score (SS) ≤ 78
Mobility	Motor Skills	Standard Score (SS) ≤ 78	Motor Skills	Standard Score (SS) ≤ 78
Self-Direction	Community Living Skills, AND	Standard Score (SS) ≤ 78	Community Subdomain, AND	v-Scale Score ≤ 9
	Money and Value	Calculated Standard Score (SS) ≤ 78	Coping Skills Subdomain	v-Scale Score ≤ 9
Capacity for Independent Living	Community Living Skills	Standard Score (SS) ≤ 78	Domestic Subdomain, AND	v-Scale Score ≤ 9
			Play and Leisure Subdomain	v-Scale Score ≤ 9
Economic Self-Sufficiency	Money and Value	Calculated Standard Score (SS) ≤ 78	Community Subdomain	v-Scale Score ≤ 9
	Work Skills	Calculated Standard Score (SS) ≤ 78		

ICF/IID LEVEL OF CARE				
Category	Scales of Independent Behavior - Revised (SIB-R)	Score Utilized	Vineland Adaptive Behavior Scales - III (VABS-III)	Score Proposed
Functional	Broad Independence Score	Ages 16 or older: Age equivalency composite score of 8 years, 0 months or less, as measured by the SIB-R	Adaptive Behavior Composite	Standard Score (SS) ≤ 78
	Broad Independence Score	Children under 16: Age equivalency composite score of less than 50% of their chronological age using any appropriate full scale adaptive measure		
Behavioral	General Maladaptive Index (GMI)	Adults or children with SIB-R General Maladaptive Index (GMI) of -22 or less ⁿ	Internal Score, OR External Score	v-Scale Score ≥ 20
		Persons with SIB-R GMI of -11, if they seriously endanger the safety of themselves or others, the behavior is directly related to the developmental disability, and they require active treatment to control or decrease the behavior	Critical Items Scored	Any items scored as a 2, OR two or more items scored as a 1
Functional / Behavioral	Broad Independence Score / General Maladaptive Index (GMI)	Age 16 or older: An age equivalency composite score between 8 years and 8 years - 6 months, in combination with a score of -17 to -22 on the SIB-R GMI	Adaptive Behavior Composite / Internal Score, OR External Score	Adaptive Behavior Composite > 75 and ≤ 80 (Standard Score), in combination with a score ≥ 17 and < 20 (v-Scale)
		Under 16: An age equivalency composite score between 50% and 53% of their chronological age in combination with a -17 to -22 on the SIB-R GMI.		

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